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ABSTRACT

The activities and procedures for Education Service Center, Region 20, Evaluation Services' time accounting system are described. Each individual in the evaluation component at the end of the working day records his or her time spent on an activity. This is done through the use of the time accounting form which is completed and turned in weekly to the person responsible for maintaining the records. Activities are recorded in reference to the appropriate program, whether chargeable or non-chargeable, as well as the task area that effort supports. Printouts by task, project hours, and employee and project numbers are obtained monthly. These printouts, shown in appendix B, are basically a management tool for control of the total evaluation effort on the project. Totals are maintained and recorded monthly, so that the data on the hourly effort remaining in each grant of the program are readily available. The system can be replicated by any school district that uses multiple funding sources in supporting personnel. Such time and effort record keeping systems are now required when a person is funded from several federal or state funding sources. (Author/PN)

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# HOW MUCH TIME IS REQUIRED FOR USING EVALUATION RESULTS?

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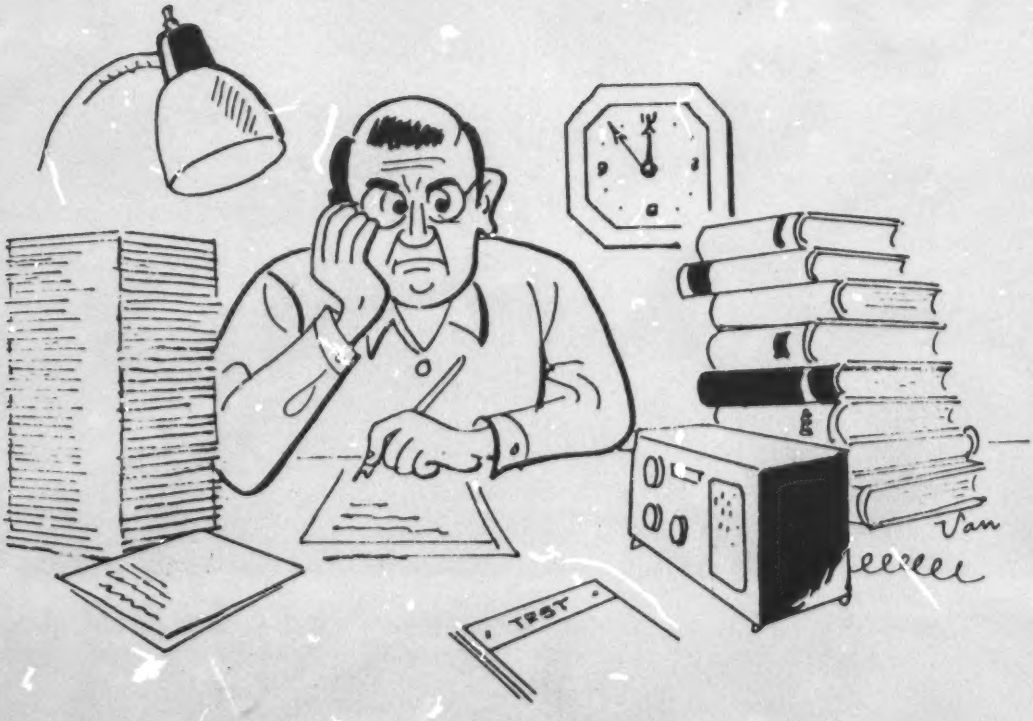


TM 820 347

# HOW MUCH TIME IS REQUIRED FOR USING EVALUATION RESULTS?

By

Rebecca Flores
Alan Roekcs

## ABSTRACT

How much time is needed to promote use of evaluations? This research suggests answers. The setting is an evaluation office within a regional education service agency in the state of Texas. Data is based on time and effort records from over forty evaluations. Evaluations examine both district and center sponsored programs.

What was found? Eleven percent of an evaluator's time was budgeted for use. More time was spent on use for Center-based special education than curricular programs. Internal Center-based evaluators tended to dedicate more time to use than the external District-based evaluator. Approximately equal amounts of time are spent by the internal and external evaluators if time spent on technical assistance activity is included with other use records.

## HOW MUCH TIME IS REQUIRED FOR USING EVALUATION RESULTS?

Most evaluations of social programs do not make a difference. (David, 1978; Alkin, and Daillak, 1979). Findings are seen as irrelevant. Seldom are decisions based on evaluative information. If the profession of evaluation were judged by use of results, it would receive failing marks. Nevertheless, in some settings, evaluations are used for program improvement. What are the salient characteristics of successful settings? The often troublesome political context, for example, is combated by strong institutional support for evaluation. (Davis and Salasin, 1973). The evaluation office should be independent of programs it evaluates (Anderson and Ball, 1978). The personal factor must be present -- someone who really cares about the program and the evaluation must be identified (Patton, 1978). Program personnel should have good management skills (Cox, 1977) and fully understand program intent; evaluation staff should comprehend program activity and possess good communication and interpersonal skills (Holley, 1979).

The process of using evaluative information is characterized by close working relationships between evaluation and program personnel. Unfortunately, little has been written about the nature of this process. Little, if any, research has been carried out on how much evaluation time should be allocated for use of information. Being able to estimate this amount of time should represent an important starting point in carrying out evaluations. Knowing what variables influence this allocation process (e.g., content area, evaluator role -- external or internal, newness of program, etc.) could dramatically affect better use of evaluations.

The purpose of this research is to document how much time is being dedicated for use of evaluation findings. The setting for the study is an evaluation office located in a regional education service agency. The office has good use of evaluations when compared to other offices.[1] It receives strong administrative support and evaluation personnel are independent of the programs they evaluate.

## THE SETTING (ESC-20)

Education Service Center, Region 20 (ESC-20) is one of twenty regional education service agencies in the state of Texas. ESC-20 serves fifty school districts in a fourteen county area. Services provided are evaluated annually by an evaluation office consisting of eleven full-time and nine part-time staff. Since evaluation services are being funded from more than one source, it is necessary that records be maintained to show how much effort, in terms of evaluation time, is spend on each account. The amount requested for evaluation is based on time and effort records reflecting the amount of work necessary to conduct evaluation of programs of similar scope and type. In actual practice, each individual in the office, except clerical personnel, at the end of the working day,records the amount of time spent on each activity for each program. A detailed description of the system is given by Appendix 1.

## METHOD

As noted earlier, this research examines the amount of evaluator time dedicated to the use of information. How is this time captured?

The evaluator codes instances involving use.[2] These include:

. Developing or finalizing evaluation plans

. Providing technical consultation

. Verbally conveying findings or results of evaluation

. Formulating recommendations

. Consultation involving using evaluation data

This research spans records kept for 17 months, from September 1980 to January 1982. For this period of time, over 40 evaluations are represented. They are distributed among three areas: Center-sponsored curriculum programs, Center-sponsored special education programs and District programs. Many of the District programs involved bilingual education. The evaluation staff has remained essentially the same for the period under study. There were 14 evaluators in 1980-81 and 11 evaluators in 1981-82. Evaluators are generally assigned to both Center-based and District work.

For this research, the evaluator is an internal evaluator for Center-sponsored programs. The evaluator and program staff belong to the same organization. For Districts, however, the evaluator serves an external role. The evaluator is part of the staff of ESC-20. Program personnel work for another organization, namely the school district.

## RESEARCH QUESTIONS

I. How much time should be set aside to promote use of evaluative information?

II. Are there differences in the amounts of time dedicated to use for Center-based and District evaluations?

III. Are there differences in the amounts of time dedicated to use for Center-based special education and curriculum programs?

## FINDINGS

Table 1.0 describes allocation of evaluation personnel's time for the 1980-81 school year and, through January 1982, for the 1981-82 school year. Figures are based on weekly time and effort records. Time spent on activities related to use, namely proposal development and technical assistance is included. Table 1.1 gives the number of hours spent on each type of general program evaluation activity. Three activity groupings are Center-Based Special Education, Center-Based Curriculum and District programs.

I. HOW MUCH TIME SHOULD BE SET ASIDE TO PROMOTE USE OF EVALUATION INFORMATION?

Findings presented in Table 1.0 document that about 11% of evaluator's time is spent promoting use. Ten percent of an evaluator's time was budgeted for use in 1980-81. Findings for 1981-82 suggest a somewhat higher figure, 11.4%.

II. ARE THERE DIFFERENCES IN THE AMOUNT OF TIME DEDICATED TO USE FOR CENTER-BASED AND DISTRICT EVALUATIONS?

The results suggest more time is dedicated to use for Center-Based programs. In 1980-81, the percentage of time dedicated to use for Center-Based Special Education and Curriculum programs was 14.7 and 8.7% respectively. A somewhat lower percentage of time was set aside for District accounts (5.9%). Preliminary results for 1981-82 document more time being dedicated for use at the district level (11.2%). A possible explanation is that

district and service center personnel are getting to know each other better and are more comfortable discussing evaluative information. Many district evaluations were initiated the previous year.

If time spent providing technical assistance, a common District evaluation activity, is included in use calculations, District figures compare favorably with those from Center-Based programs. Proposal development, another activity that can be seen related to use, is consistently higher for Center-Based programs. This correctly reflects that the Center dedicates more resources to preparing grant applications.

III. ARE THERE DIFFERENCES IN THE AMOUNTS OF TIME DEDICATED TO USE FOR CENTER-BASED SPECIAL EDUCATION AND CURRICULUM PROGRAMS?

More time was dedicated to use for Center-Based Special Education programs: 14.7% of evaluator time in 1980-81 and 13.3% for 1981-82 was dedicated for Special Education programs. The percentage of time dedicated to Center-Based Curricular programs was 8.7% and 9.9%.

Table 1.0

How An Evaluator's Time Is Used

| PROGRAM TYPE | 1980-81 Proposal Development | | Technical Assistance | | Using Data | | 1981-82 Proposal Development | | Technical Assistance | | Using Data | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Hours | % | Hours | % | Hours | % | Hours | % | Hours | % | Hours | % |
| Center-Based Special Ed. | 119 | 2.9 | 23 | 0.6 | 609 | 14.7 | 24 | 1.8 | --- | --- | 176 | 13.3 |
| Center-Based Curriculum | 127 | 2.1 | 43 | 0.7 | 530 | 8.7 | --- | --- | --- | --- | 144 | 9.9 |
| District | 47 | 1.6 | 217 | 7.4 | 172 | 5.9 | 27 | 1.2 | 99 | 4.3 | 259 | 11.2 |
| | 292 | 2.2 | 283 | 2.1 | 1311 | 10.0 | 51 | 1.0 | 99 | 2.0 | 578 | 11.4 |

Note: Percentages are calculated using the amount of time available for work. This amount does not include time taken for vacations, holidays, sick leave, training, professional development and general meetings.

a. Based on time and effort records from 14 evaluators

b. Based on time and effort records from 11 evaluators

Table 1.1

Total Number of Chargeable Hours

By Program Type and Year

| Program Type | Year | |
|---|---|---|
| | 1980-81 | 1981-82 Thru Jan. '82[a] |
| Center-Based Special Education | 4148 | 1319 |
| Center-Based Curriculum | 6101 | 1448 |
| District | 2922 | 2309 |
| | 13172 | 5077 |

a. 1981-82 are based on time and effort records kept through January 1982.

Knowing an evaluator spent four hours meeting with a reading consultant c.. use of data describes only part of the ongoing process of use. What actually happened during the interaction? Did the evaluation have an impact? Were objectives made clearer or the curriculum restructured? Or, was the outcome of the meeting simply to interpret needs assessment findings?

In November, 1981, evaluation staff began to record one or two sentence descriptions of what happened during meetings involving evaluation use. Example comments include:

> Discussed district assessment.
>
> Talked about different districts' needs. Will adopt evaluation plans to the activities and objectives formulated to address the needs.
>
> Discussed purpose of curriculum mapping and how we plan to use data which is presently being collected. Project staff intends to use this information for a brief paper as a part of a class.
>
> Discussed project manager's desire re: data processing for questionnaire. Included secretary in meeting.
>
> Met with project staff to go over evaluation reports on objective 1.0 materials for TEA on-site visit (monitoring).
>
> Gave one hour talk to all project part-time staff on evaluation findings. Social conversation with full time staff at and after lunch.
>
> Discussed with coordinator survey on services and possibility of presenting session on evaluation services at May 6-7 conference.

A content analysis of comments suggests five kinds of interactions.

Evaluation personnel are currently reviewing the classification described below:

A. Planning evaluation activities (including review of instruments, evaluation plan, etc.)

B. Reporting evaluation findings (including discussion of possible use)

C. Providing technical consultation (providing input to project planning, explaining Levels of Use, assisting with statistics, etc.)

D. Handling logistics of evaluation (obtaining staff lists, assembling evaluation plans, etc.)

E. Socializing with project staff

Informal discussions during the first part of 1982 have resulted in looking at still another dimension. This is the evaluator's perception of the interaction. This scale would be completed while the evaluator codes time and effort records. The scale under review is:

1. Project staff demonstrates initiative in the discussion -- for example, they initiate the interaction, propose evalution activities, suggest interpretations and uses for evaluation findings, etc.

2. Project staff respond to the discussion in a positive way -- for example, they welcome interaction, show enthusiasm and support for the evaluator's proposals, findings, and interpretations, etc. -- but they do not initiate ideas themselves.

3. Project staff respond to the interaction in a neutral way; they listen to the evaluator and are receptive to information; however, they contribute no significant ideas and little active support.

4. Project staff response to the interaction is indifferent; they appear to regard the interaction as a mere formality -- they do not contribute to the discussion, and they do not appear to be absorbing information presented by the evaluator.

5. Project staff respond to the interaction in a negative way; they are hostile toward the evaluator's presentation and attempt to discredit it.

In closing, this research describes progress to date on NIE sponsored inquiry. Its purpose is to document how much evaluator time is required to the use of evaluation information. Should you wish to receive copies of the final report, please write by July 15, 1982 to:

Alan L. Roecks, Ph.D.
Coordinator of Evaluation
Education Service Center, Region 20
1314 Hines Avenue
San Antonio, Texas 78208

FOOTNOTES

[1] In the Spring of 1981, per nomination from a national board, the Region 20 office was visited by personnel from the Harvard-based Huron Institute. Personnel studied the office's strong process of using evaluation data. The Region 20 office was one of several included in the Huron Institute's National research.

[2] There are two other task codes that account for activities related to use. Information from these task codes is presented so the reader can see their potential impact. The task codes and their descriptions are:

| Proposal Development | Technical Assistance |
|---|---|
| Conferences, meetings and discussions. Reviewing objectives. | Travel time connected for providing assistance. |
| Preparing evaluation section. | Conducting or participating in workshops. |
| Reading or reviewing proposals for comment. | Other related kinds of assistance |
| Writing complete proposal on evaluation topics. | |

[3] A volunteer group of evaluators have made excellent suggestions on additional information that can be captured while recording time and effort records. Much of the work discussed in the last section "New Directions" is a direct result of their efforts. The evaluators are Jay Alexander, Tom McGrath and Elaine Sebald.

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Appendix I: ESC-20 Time and Effort
Record Keeping System

This paper describes activities and procedures for ESC-20 Evaluation Services' time accounting system. With the exception of clerical personnel, each individual in the evaluation component at the end of the working day records his or her time spent on an activity. This is done through the use of the time accounting form which is completed and turned in weekly to the person responsible for maintaining the records. Activities are recorded in reference to the appropriate program, whether chargeable or non-chargeable, as well as the task area that effort supports. Printouts by task, project hours, employee and project number are obtained monthly (Appendix B). These printouts are basically a management tool for control of the total evaluation effort on the project. Totals are maintained and recorded monthly, so that the data is readily available to know the hourly effort remaining in each grant of the program. The system can be replicated by any school district that uses multiple funding sources in supporting personnel. Such time and effort record keeping systems are now required when a person is funded from several federal or state funding sources.

*Excerpted from Flores, R. and Roecks, A. L., Keeping Track of An Evaluator's Time: Implications for Better Utilization. Paper presented at the annual meeting of the SERA, Dallas, January 1981.

## Federal Guidelines Require for Accounting of Evaluation Cost

Guidelines for evaluating programs suggest evaluation cost be accounted for by either of two methods. The first method permits evaluation charges to be classified as allocable cost. To use this method, a cost allocation plan must be prepared with all costs included in the plan supported by formal accounting records to substantiate all charges. This plan should contain:

a. The nature and extent of services provided and the relevance to the federal program;

b. The items of expense; and

c. The methods to be used in distributing cost.

If this procedure is used, an arbitrary percentage is not allowed. A percentage can be charged if it is determined by using historical financial data based upon the number of man hours required to evaluate a particular grant. Different grants would then have different percentages based upon the complexity of the evaluation effort.

The second method, and the one described in this paper, classifies evaluation cost as part of the direct charges involved in the program. These costs are accounted for by using time and effort records and charging the appropriate grants accordingly. This method requires time and attendance records of individual employees, supported by payroll, be used to justify the total cost of evaluating the program. If salaries of employees are chargeable to more than one grant program, the records must

show a proportionate distribution of time and effort. Education Division General Administrative Regulation (EDGAR) states:

> Amounts charged to grant programs for personnel services, regardless of whether treated as direct or indirect cost, will be based on payrolls documented and approved in accordance with generally accepted practice of the state or local agency. Payrolls must be supported by time and attendance or equivalent records for individual employees. Salary and wages of employees chargeable to more than one grant program or other cost objective will be supported by appropriate time distribution records. The method used should produce an equitable distribution of time and effort. (Federal Register/Vol. 45, No. 66/Thursday, April 3, 1980/Rules and Regulations.)

Non-Chargeable Time

Time spent on activities that cannot be directly related to a funding project are not chargeable and must be accounted for as overhead time. Some needs assessment and other data collections are made which support the center, but are not reimbursible or chargeable. For non-chargeable activities two codes are used: "902" which refers to activities associated with operation of the evaluation component, and "020", which applies to activities supporting ESC-20, in general, but not chargeable to any one project.

020 (ESC-20)

1. Vacation, sick, or personal absence and jury duty time.
2. Christmas and Easter inservices, training, and retreats.
3. Center meetings, conferences, and working on unfunded projects.
4. Attendance at professional meetings and conferences that are not specifically for a given project.

902 (Component)

1. Evaluation inservice training and component activity.
2. Component initiated studies and position papers.
3. Other administrative activities related to component operation.

Chargeable Time

Any time that can be spent on activity directly related to the funded program or project is chargeable. Secretarial and clerical personnel, including student help, do not charge against evaluation accounts. Their time is considered to be supportive of the overall effort and is included as overhead. Nine task codes, which break down evaluation activity, are shown on the opposite page (Figure 1). These activities provide for planning of the conducted evaluation. Most evaluation time is spent on proposal development (task code 2), data collection (task code 4), and interaction with project staff (task code 7). Task code 7 was added in the spring of 1980, for the purpose of providing additional information on how much time should be set aside for working with program staff. Activities describing this new code include:

- Contact about developing evaluation plan.
- Briefing, conference, and sign-off of plans.

Figure 1. Task Codes

TASK CODE

1. NEEDS ASSESSMENT

* · Consultation with Center personnel desiring data.
· File search for previously obtained data.
· Preparation of data collecting instruments.
· Selecting sample, collecting data.
· Tabulating, processing & analyzing results.
· Report preparation.
* · Consultation to interpret & explain findings.
· Administrative & Supervising.

CHARGEABLE If related to funded project.

NON-CHARGEABLE: If a new proposal.

2. PROPOSAL DEVELOPMENT

· Conferences, meetings, & discussions.
· Reviewing objectives.
· Preparing the evaluation section.
· Reading or reviewing proposals for comment.
· Writing complete proposal.
· Administrative & Supervising.

CHARGEABLE If a continuation proposal.

NON-CHARGEABLE: If a new proposal.

3. EVALUATION PLANNING

· Consultation within evaluation staff.
· Preparing the Evaluation Plan.

CHARGEABLE: If related to funded project.

4. DATA COLLECTION AND PROCESSING

· Developing or selecting instruments.
· Travel time connected with collecting data.
* · Conducting interviews; telephone or in-person.
· Observations; workshops, schools, centers, etc.
· Administering exams, tests, questionnaires, etc.
· Distributing & collecting questionnaires.
· Briefings pertaining to data collection.
· Developing a record keeping system.
· Processing workshop evaluation forms.
· Tabulating or scoring other instrument data.
· Preparation for card punching & computer run.
· Statistical analysis of data.
· Reviewing records, reports, or other information.
· Administrative & Supervising

CHARGEABLE: If related to funded project.

*Exclusive of direct interaction with Project Staff.

TASK CODE

5. REPORTING EVALUATION

- Writing findings, memoranda, interim, or final reports.
- * Disseminating evaluation results.
- Administrative & Supervising.

CHARGEABLE: If related to funded project.

6. TECHNICAL ASSISTANCE (LEA)

- Travel time connected with providing assistance.
- Conducting or participating in workshops.
- Other assistance provided.
- Administrative & Supervising.

CHARGEABLE: If related to a funded project.

7. INTERACTION WITH PROJECT STAFF

- Contact about developing evaluation plan.
- Briefings, conferences, & sign-off of plans.
- Verbally conveying findings or results of evaluation.
- Providing technical consultation.
- Formulating recommendations.
- Consultations involving using evaluation data.
- Administrative & Supervising.

CHARGEABLE: If related to a funded project.

8. INTERNAL PROCEDURES

- All inservice sessions & retreat.
- Center, component, & unit meetings.
- Area conferences & workshops.
- Special studies & projects.
- Preparation of professional papers.
- Screening applicants for employment.
- Attendance at professional meetings.
- Administrative & Supervising.

CHARGEABLE: If related to a funded project.
Prorated for personnel with split fundings.

11. ALL ABSENCES

- Vacation
- Sick
- Personal
- Jury/military
- Other

CHARGEABLE: Prorated for personnel with split funding.

*Exclusive of direct interaction with Project Staff.

. Verbally conveying findings or results of evaluation.

. Providing technical consultation.

. Formulating recommendation.

. Consultations involving using evaluation data.

. Administrative and Supervising.

Chargeable: If related to a funded project.

This information was also used for the small scale study discussed later in the paper.

Time Accounting Procedures

The cost accounting person enters the data provided on the time accounting forms by evaluation personnel into the computer weekly (Appendix B). The amount of time recorded each week should correspond to the time for which the employee was paid. With part-time personnel, the number of hours for which the person was paid must be accounted for. Full-time staff's hours must total 40.

A weekly computer printout is then compared showing the total hours available, the hours worked during the period, and the hours remaining in the project for evaluation. This printout is basically a management tool for control of the total evaluation effort for the project. An example printout is included in Appendix B. The computer printout shows the total amount of hours worked for each project for billing purposes. The number of hours worked during the billing period is multiplied by the hourly rate. A special form is filled out and finally transferred from the project to the evaluation account.

40 hours

# TIME ACCOUNTING FORM

For the week ending: month 12 day 19 year 81 Staff Member FESTUS LEE

| Project # | Year | Task | Hours Worked | Check if Chargeable |
|---|---|---|---|---|
| 866 | 1 | 03 | 4.0 | ✓ |
| 866 | 1 | 04 | 0.5 | ✓ |
| 853 | 1 | 05 | 4.0 | ✓ |
| 902 | 1 | 08 | 6.0 | |
| 809 | 1 | 05 | 5.0 | ✓ |
| 102 | 1 | 08 | 0.5 | |
| 734 | 1 | 07 | 3.0 | ✓ |
| 816 | 1 | 05 | 15.0 | ✓ |
| 020 | 1 | 11 | 2.0 | |
| | | | .. | |
| | | | .. | |
| | | | .. | |
| | | | .. | |
| | | | .. | |
| | | | .. | |
| | | | .. | |
| | | | .. | |
| | | | .. | |
| | | | .. | |

Appendix B

Printouts by:
Task, Project Hours,
Employee, and Project
Number

EVALUATION SERVICES
TIME ACCOUNTING REPORT BY TASK

DECEMBER 19, 1980

| TASK | HOURS |
|---|---|
| 1 | 157.2 |
| 2 | 162.9 |
| 3 | 704.5 |
| 4 | 3143.7 |
| 5 | 323.8 |
| 6 | 267.0 |
| 7 | 576.9 |
| 8 | 1384.3 |
| 9 | .0 |
| 10 | .0 |
| 11 | 346.7 |
| 12 | .0 |
| | ------- |
| TOTAL | 7067.0 |

EVALUATION SERVICES
TIME ACCOUNTING REPORT

DECEMBER 19, 1980

| PROJ. # | TOTAL HRS AVAILABLE | HRS WORKED THIS WEEK | HOURS LEFT | TOTAL HRS WORKED | BALANCE | HOURS PROJECTED |
|---|---|---|---|---|---|---|
| 7-1-80 THRU 6-30-81 | | | | | | |
| 890 | 170.0 | 12.0 | 95.8 | 74.2 | -4.3 | 78.5 |
| 871 | 1108.7 | 14.0 | 589.7 | 519.0 | 7.3 | 511.7 |
| 834 | 97.0 | 10.0 | 63.5 | 33.5 | -11.3 | 44.8 |
| 879 | 702.8 | 12.5 | 487.8 | 215.0 | -109.3 | 324.3 |
| 877 | 890.0 | 22.4 | 522.3 | 367.7 | -43.1 | 410.8 |
| 747 | 279.5 | .5 | 253.0 | 26.5 | -102.5 | 129.0 |
| 749 | 247.2 | .7 | 143.7 | 123.5 | .2 | 123.3 |
| 750 | 212.8 | 6.5 | 146.3 | 66.5 | -33.7 | 98.2 |
| 751 | 189.8 | 7.5 | 144.3 | 45.5 | -42.1 | 87.6 |
| 752 | 179.5 | 4.0 | 144.0 | 35.5 | -47.3 | 82.8 |
| 883 | 125.2 | 2.6 | 39.7 | 85.5 | 27.7 | 57.8 |
| 744 | 463.7 | 2.0 | 379.2 | 84.5 | -129.5 | 214.0 |
| 734 | 181.9 | 8.0 | 83.4 | 98.5 | 14.5 | 84.0 |
| 736 | 225.0 | 5.5 | 159.0 | 66.0 | -37.8 | 103.8 |
| 737 | 214.5 | .0 | 164.0 | 50.5 | -48.5 | 99.0 |
| 739 | 138.4 | 4.9 | 80.0 | 58.4 | -5.4 | 64.0 |
| 735 | 173.0 | 2.5 | 125.5 | 47.5 | -32.3 | 79.8 |
| 743 | 89.0 | .3 | 66.2 | 22.8 | -18.3 | 41.1 |
| 748 | 126.4 | 2.0 | 79.4 | 47.0 | -11.4 | 58.4 |
| 754 | 135.8 | .0 | 111.3 | 24.5 | -38.2 | 62.7 |
| 793 | 105.9 | .3 | 71.4 | 34.3 | -14.6 | 48.9 |
| 794 | 152.8 | 6.5 | 64.5 | 88.3 | 17.8 | 70.5 |
| 850 | 190.5 | 3.0 | 122.5 | 68.0 | -19.9 | 87.9 |
| 851 | 159.8 | 7.9 | 91.9 | 67.9 | -5.8 | 73.7 |
| 730 | 109.2 | .3 | 74.7 | 34.5 | -15.9 | 50.4 |
| 866 | 173.8 | .0 | 69.3 | 104.5 | 24.3 | 80.2 |
| 853 | 161.2 | 3.0 | 24.2 | 137.0 | 62.6 | 74.4 |
| 825 | 109.5 | 3.8 | 92.1 | 17.4 | -33.1 | 50.5 |
| 859 | 592.1 | 9.3 | 422.5 | 169.6 | -103.7 | 273.3 |
| 901 | 50.9 | 5.5 | -.0 | 50.9 | 27.4 | 23.5 |
| 854 | 166.7 | .0 | 165.2 | 1.5 | -75.4 | 76.9 |
| 809 | 85.6 | .2 | 64.4 | 21.2 | -18.3 | 39.5 |
| 755 | 87.6 | .0 | 50.1 | 37.5 | -2.9 | 40.4 |
| 873 | .0 | .0 | -1.3 | 1.3 | 1.3 | .0 |
| 9-1-80 THRU 8-31-81 | | | | | | |
| 744 | 5.0 | .0 | 5.0 | .0 | -1.4 | 1.4 |
| 841 | 38.8 | .0 | 36.8 | 2.0 | -9.2 | 11.2 |
| 892 | 706.3 | 7.6 | 455.4 | 250.8 | 47.1 | 203.7 |
| 881 | 434.2 | 31.5 | 341.2 | 93.0 | -32.2 | 125.2 |
| 818 | 161.5 | .0 | 159.5 | 2.0 | -44.6 | 46.6 |
| 100 | .0 | .0 | .0 | .0 | .0 | .0 |
| 780 | 1083.9 | 9.0 | 818.4 | 265.5 | -47.2 | 312.7 |
| 888 | 656.3 | 6.0 | 283.3 | 373.0 | 183.7 | 189.3 |
| 877 | 166.5 | .4 | 125.3 | 41.2 | -6.8 | 48.0 |
| 787 | 246.7 | 2.5 | 214.2 | 32.5 | -38.7 | 71.2 |
| 902 | .0 | 90.2 | -1030.0 | 1030.0 | 1030.0 | .0 |
| 20 | .0 | 85.1 | -591.2 | 591.2 | 591.2 | .0 |
| 702 | .0 | 26.0 | -179.0 | 179.0 | 179.0 | .0 |
| 102 | .0 | 53.3 | -1116.5 | 1116.5 | 1116.5 | .0 |
| 779 | .0 | .0 | .0 | .0 | .0 | .0 |
| 783 | 541.0 | 10.4 | 419.2 | 121.8 | -34.3 | 156.1 |
| 742 | 42.8 | .0 | 16.8 | 26.0 | 13.7 | 12.3 |
| 878 | 136.8 | .3 | 123.9 | 12.8 | -26.6 | 39.4 |
| 844 | .0 | .0 | -5.5 | 5.5 | 5.5 | .0 |
| 1000 | .0 | .0 | .0 | .0 | .0 | .0 |
| 1100 | .0 | .0 | .0 | .0 | .0 | .0 |
| 1200 | .0 | .0 | .0 | .0 | .0 | .0 |
| 1300 | .0 | .0 | .0 | .0 | .0 | .0 |
| 1400 | .0 | .0 | .0 | .0 | .0 | .0 |
| 1500 | .0 | .0 | .0 | .0 | .0 | .0 |
| 1000 | .0 | .0 | .0 | .0 | .0 | .0 |
| TOTALS | | 480.0 | 5268.6 | 7047.0 | | |

EVALUATION SERVICES
TIME ACCOUNTING REPORT BY EMPLOYEE

DECEMBER 19, 1980

FESTUS LEE

| PROJECT | TASK 1 | TASK 2 | TASK 3 | TASK 4 | TASK 5 | TASK 6 | TASK 7 | TASK 8 | TASK 9 | TASK 10 | TASK 11 | TASK 12 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 890 | .0 | .0 | 1.5 | .0 | .0 | .0 | .0 | 5.2 | .0 | .0 | .0 | .0 | 6.7 |
| 871 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 834 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 879 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 877 | .0 | .0 | 7.2 | .0 | .0 | 4.0 | 2.1 | 20.9 | .0 | .0 | .0 | .0 | 34.2 |
| 747 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 749 | .0 | .0 | 2.9 | 1.7 | .0 | .0 | .0 | 4.9 | .0 | .0 | .0 | .0 | 11.5 |
| 750 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 751 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 752 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 883 | .0 | .0 | 12.0 | 34.0 | .4 | .5 | 17.9 | 1.1 | .0 | .0 | .0 | .0 | 65.9 |
| 744 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 734 | .0 | .0 | 3.0 | .0 | .0 | .0 | .0 | 2.9 | .0 | .0 | .0 | .0 | 5.9 |
| 736 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 737 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 739 | .0 | .0 | 5.3 | .0 | .0 | .0 | .3 | 4.5 | .0 | .0 | .0 | .0 | 10.1 |
| 735 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 743 | .0 | .0 | 2.0 | .0 | .0 | .0 | .0 | 2.8 | .0 | .0 | .0 | .0 | 4.8 |
| 748 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 754 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 793 | .0 | .0 | .2 | .3 | .0 | .0 | .0 | 3.8 | .0 | .0 | .0 | .0 | 4.3 |
| 794 | .0 | .0 | 1.0 | .0 | .0 | .0 | .0 | 3.8 | .0 | .0 | .0 | .0 | 4.8 |
| 850 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 851 | .0 | .0 | .9 | .0 | .5 | .0 | 2.5 | 4.3 | .0 | .0 | .0 | .0 | 8.2 |
| 730 | .0 | .0 | .3 | .0 | .0 | .0 | .4 | 2.3 | .0 | .0 | .0 | .0 | 3.2 |
| 744 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 853 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 825 | .0 | .0 | .3 | .0 | .0 | .0 | .0 | 2.4 | .0 | .0 | .0 | .0 | 2.7 |
| 859 | .0 | .0 | 2.9 | .0 | 1.0 | .0 | .0 | 14.2 | .0 | .0 | .0 | .0 | 18.1 |
| 901 | .0 | .0 | .0 | .0 | .5 | .0 | .0 | .4 | .0 | .0 | .0 | .0 | .9 |
| 834 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 809 | .0 | .0 | 1.0 | .0 | .0 | .0 | .0 | 1.7 | .0 | .0 | .0 | .0 | 2.7 |
| 755 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 873 | .0 | .0 | .0 | .0 | .0 | .0 | 1.3 | .0 | .0 | .0 | .0 | .0 | 1.3 |
| 744 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 841 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 892 | .0 | .0 | 5.3 | 1.8 | 2.0 | .0 | 2.0 | 22.2 | .0 | .0 | .0 | .0 | 33.3 |
| 881 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 818 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 100 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 780 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 895 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 777 | .0 | .0 | 2.2 | .0 | .0 | .0 | .0 | 2.0 | .0 | .0 | .0 | .0 | 4.2 |
| 782 | .0 | .0 | 2.5 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | 2.5 |
| 962 | .0 | .0 | .5 | .0 | .0 | .0 | .0 | 130.0 | .0 | .0 | 2.8 | .0 | 133.3 |
| 20 | .0 | 23.0 | .0 | 1.2 | .0 | .0 | .0 | 19.2 | .0 | .0 | 10.4 | .0 | 53.8 |
| 702 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 102 | .0 | 4.8 | 5.5 | 42.0 | 24.8 | .0 | 17.0 | 84.0 | .0 | .0 | 21.9 | .0 | 224.0 |
| 779 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 783 | .0 | .0 | .0 | 33.9 | 2.4 | .0 | 16.9 | 1.0 | .0 | .0 | .0 | .0 | 54.4 |
| 742 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 878 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | 2.3 | .0 | .0 | .0 | .0 | 2.3 |
| 864 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 1000 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 1100 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 1200 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 1300 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 1400 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 1500 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| 1000 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| TOTAL | .0 | 29.8 | 56.3 | 134.7 | 31.8 | 4.5 | 60.6 | 340.1 | .0 | .0 | 35.1 | .0 | 693.3 |

EVALUATION SERVICES
TIME ACCOUNTING REPORT BY PROJECT

DECEMBER 19, 1980

PROJ # 890 HRS. AVAILABLE: 170.04

| NAME | TASK 1 | TASK 2 | TASK 3 | TASK 4 | TASK 5 | TASK 6 | TASK 7 | TASK 8 | TASK 9 | TASK10 | TASK11 | TASK12 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| STAN | .0 | .0 | 1.5 | .0 | .0 | .0 | .0 | 5.2 | .0 | .0 | .0 | .0 | 6.7 |
| NANCY | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| ETHEL | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| ELAINE | .0 | .0 | 13.0 | 34.5 | .0 | .0 | 15.0 | .0 | .0 | .0 | .0 | .0 | 62.5 |
| AL | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| BECKY | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| JAY | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| PAUL | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| JOHN | .0 | .0 | .0 | .5 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .5 |
| TOM | .0 | 2.5 | .0 | .0 | .0 | .0 | 2.0 | .0 | .0 | .0 | .0 | .0 | 4.5 |
| SUSAN | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| ROSEMARY | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| TESTS | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| LINDA | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| SUSAN L. | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| LINDA | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 | .0 |
| | | | | | | | | | | | | | 74.2 |

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